

Wisconsin Educator Effectiveness System

Local Decisions and Inclusions

This document highlights many of the policies or practices districts need to consider in locally implementing Educator Effectiveness (EE). There are two categories of policies, practices, or procedures to consider: decisions that impact required parts of local EE implementation, and decisions that more fully extend the thinking around implementation. Not every local support may be relevant to each district. While policies, practices, or procedures may reference specific stages of the Wisconsin Educator Effectiveness Cycle, districts will likely have to make decisions only once; however, districts can review and modify decisions as often as necessary.

Local guidelines determine how a local board or district addresses the issue: through board policy, by adopting a set of practices, or by developing a detailed procedure.

Policy: An issue that requires drafting, clarifying, revising or editing a school board policy.

Practices: The method that a local district has chosen to approach and handle an issue.

Procedures: Very specific action plans with identified steps to accomplish a task.

Additionally, **educator** refers to the evaluated Teacher or Principal. **Evaluator** refers to the Administrator (Superintendent, Principal, or other) conducting the evaluation of the educator.

Local Decisions Required by the System

At a minimum to guide the successful local implementation of Educator Effectiveness, districts will need to develop local procedures, practices, or policies to annually:

- Adopt an Educator Effectiveness System model of delivery;
 - DPI-State of Wisconsin Model
 - CESA 6 Model
 - Equivalency Model
- Identify included educators using the [DPI Flowchart to Identify Mandated Educators](#);
- Identify an educator's lead evaluator and designate/specify which other evaluators may contribute to an educator's Summary (if applicable);
- Notify a mandated educator of their Summary Year status; and
- Orient educators to the Effectiveness Cycle process and expectations.

Local Decisions Ongoing Local Support Elements

Districts should consider other potential issues in local Educator Effectiveness System implementation and conflict resolution, and draft guidance around topics relevant to the district. Many decisions are not time bound to a specific stage of the Effectiveness Cycle. In some cases, districts may need to involve local legal counsel in determining the appropriate local decision. Examples include:

- District standards and practices around data-driven decision-making
 - Role of Educator Effectiveness System Summary data in the overall district supervision and evaluation process
- The local role of Effectiveness Coaches, including:
 - Identifying position description, duties and schedule
 - Identifying the extent to which this role can conduct observations and mini-observations
 - Identifying appropriate ways or limits to how Effectiveness Coaches may contribute to educator evidence
- Identification of positions or staff in the district serving as evaluators
 - Description of district administrative staff positions conducting evaluations (including, for example, the Director of Instruction, Special Education Director, Assistant Superintendents, Principals, Assistant or Associate Principals, Department or Content Chairs, Instructional Coaches, or others)
 - Description of appropriate educator positions for certain district administrative staff to evaluate based on the administrative role
- Determine the extent to which administrators in the district other than the superintendent will evaluate other administrators.

- Determining the relationship between EE System elements and supporting components of the district’s supervision and evaluation process for teachers and principals, including:
 - New teacher or administrator mentoring and induction support
 - Elements (tools, procedures, timelines, evidence sources) that comprise the district’s evaluation system
 - Description of the evaluation process for non-mandated educators
 - Criteria for moving an educator into an intensive help phase or improvement plan
 - The role of the Effectiveness Cycle in intensive help or improvement support
 - Grounds for non-renewal or dismissal, including non-renewal decision-making criteria
 - Impact on local compensation and advancement systems
- District-level Educator Effectiveness System Summary data retention timelines and limitations
- Evaluation of combined Evaluator-Educator Roles, for example:
 - Teaching Principal
 - A person serving as both the district Special Education director and a special education teacher
 - A person serving as both the district Director of Instruction and as a teacher
- Conflict resolution within the Educator Effectiveness System, including:
 - Reconciling differences of opinion between evaluator and educator during the Effectiveness Cycle
 - Request from educator or district for an early or additional Summary Year
 - Request from educator for reassignment to a different evaluator or to request an additional evaluator
 - Request from educator for re-evaluation of a component
 - Criteria for changing an evaluator’s decision
 - Request from an educator to appeal the final summary decision of his or her evaluator
- Sharing educators or evaluators between school districts:
 - Deciding which district will host the license, or will the educator have two separate licenses
 - Procedure for gathering evidence and conducting observations at multiple sites
 - Communicating data and information between multiple evaluators
- Transitioning evaluator data from observations, mini-observations, and scoring of educator artifacts to a replacement evaluator during an Effectiveness Cycle
 - Substitute evaluators for short-term leaves
 - Replacement evaluators for administrators on extended leave (ex. FMLA, sabbatical) or who permanently leave the district
- District determined penalties for breach if a district employee or board member publically releases an educator’s EE Summary data

Please refer to the DPI [Guide for Using Educator Effectiveness Results to Inform Human Resource Decisions](http://ee.dpi.wi.gov) for additional information